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AUTHOR Tonemah, Stuart A.
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ABSTRACT

The American Indian Teacher Training Program (AITTP), a Masters of Education program, aims to train American Indian and Alaska Native teachers to teach American Indian and Alaska Native gifted and talented students and to dispel stereotypes of these students among their colleagues. American Indian Research and Development, Inc. (AIRD, Inc.) proposed to recruit, screen, and select 10 Indian teachers a year over 3 years. The program includes coursework in gifted education, appropriate assessment of Indian student gifts and talents, and Indian education. Various research and reports postulate needs for Native teacher recruitment programs and for higher education faculty who are sensitive to the needs of Native students. AIRD recommends that Indian teachers of the gifted and talented value intelligence and creativity, understand the implications of giftedness, and know how to nurture gifted Indian students. Over the past 3 years, AITTP graduated 28 students from the program. AIRD, Inc. plans to establish an American Indian Gifted and Talented Academy within the next several years. The document includes profile data on the AITTP participants during the years 1989-1992 and several AITTP course syllabi. (KS)

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UNITED STATES EDUCATION DEPARTMENT
OFFICE OF INDIAN EDUCATION SHOWCASE PROJECT

THE AMERICAN INDIAN TEACHER TRAINING PROGRAM
THE NEXT TO LAST PIECE OF THE PUZZLE

Stuart A. Tonemah

REGION V, INDIAN EDUCATION ACT

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November 18, 1992
National Indian Education Association Conference

Albuquerque, New Mexico

AIRD, INC./ 2424 SPRINGER DRIVE/SUITE 200/ NORMAN, OK. 73069

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THE AMERICAN INDIAN TEACHER TRAINING PROGRAM: THE NEXT TO LAST PIECE OF THE PUZZLE.

Gifted and Talented education for American Indian and Alaska Native students is a growing concept in Indian education. Like gifted education in America's public education system, Indian gifted education is having to over come perceptions of elitism, stereotyping, lack of understanding and inaccurate assumptions that gifted students will reach their potential "on their own". Regardless of the need to appropriately address Indian gifted students needs, there is a resistance by educators to accept the Indian student as a potentially gifted student. The stereotypical perspective of all Indian students needing remedial education seriously deprives the precocious Indian student of the opportunity to maximize his or her potentials. Not only are they inappropriately assessed, when they are identified there is little tribal-cultural relevancy to the gifted programs in which they participate.

Presently, American Indian Research and Development, Inc. (AIRD, Inc.) is in the process of developing special, culturally-appropriate programs for elementary and secondary Indian students who have been identified as gifted and talented and for those who have the potential for high achievement but are not currently identified as gifted. AIRD is providing these services through Summer Enrichment Programs, Week-end Programs, Mentorship Model Development, In-Service Training, Curriculum Development, Leadership Training and Research.

However, there is a special need in the mosaic of providing

programs for gifted Indian students that goes beyond this scope of AIRD's present efforts, and this is **having gifted education formal training for Indian teachers to guide these students' learning.** A comprehensive thrust in this area is necessary in order to fit this next to last piece of the puzzle in gifted educational services to Indian students across the nation. In implementing AIRD's educational program of instruction for gifted and talented American Indians and Alaska Natives, we have identified and utilized Indian instructors who love their discipline, and are enthusiastic and highly knowledgeable of their specialized teaching area. These American Indian instructors have been able to convey their interest and love for their discipline. However, **none** of these Indian instructors had formal gifted and talented educational training. How much more effective could they have been in teaching these students, had they a true understanding of gifted and talented concepts?

This was the basis for American Indian Research and Development, Inc. (AIRD, Inc.) to apply for a U.S. Education Department, Office of Indian Education (OIE), Education Personnel Development (EPD) grant. If we could not identify and recruit certified American and Alaska Native teachers to teach gifted Native students, then we'd have to train them ourselves. In the fall of 1989, AIRD, Inc. approached Oklahoma City University, Division of Education and explored the possibly of their cooperating with AIRD, Inc. in submitting a teacher training proposal, the agreed.

AIRD, Inc. in its EPD application proposed over a three year

period to recruit, screen, and select 10 Indian teachers a year to the American Indian Teacher Training Program (AITTP) program who possess the following qualities:

(1) who have a commitment to Indian education.
(2) who have a commitment to gifted and talented education.
(3) who are self aware and confident in their teaching abilities.
(4) who hold themselves in high esteem and are creative.
(5) who relate well with Indian students and who are spontaneous and supportive in their teaching.
(6) who are sensitive and knowledgeable in their subject area.
(7) who know and understand Indian people.

(Recommendations from AIRD, Inc. Advisory Board, 1985)

The need becomes obvious based on the aforementioned: To train American Indian and Alaska Native teachers in gifted and talented Indian education to enable them to teach American Indian and Alaska Native gifted and talented students and to assist their colleagues to better understand the Indian gifted and talented student and to dispel sterotypic myths of them. There is a need to establish a trained cadre of American Indian and Alaska Native teachers in gifted and talented education to appropriately assess these gifted and talented students and develop culturally relevant academic programs to meet their needs.

AIRD, Inc. in proposing the American Indian Teacher Training Program (AITTP), a Master's of Education (M.Ed) Program, to address the needs of gifted and talented American Indian and Alaska Native students predicts that future tribal affairs will be impacted by the influence of these teachers by identifying and providing appropriate programs of excellence to bright Indian youth. The graduates of the AITTP program through their studies became cognizant of gifted educational concepts, appropriate assessment

processes and procedures to assess Indian student gifts and talents and how these concepts relate to Indian education. The Indian education courses include, history of Indian education, Indian education laws, funding of Indian education, tribal - Indian control of education and the future of Indian education. Additionally the AITTP participant in the second semester complete an in-service training session with Indian parents and/or Indian educators that encompasses their accumulated knowledge and provides an opportunity to share information in G/T education.

AIRD's rationale to pursue the M.Ed. program is predicated on several concepts:

- A master's degree in gifted education will enhance a certified Indian teachers' expertise in his/her teaching discipline.
- An M.Ed. can be earned in one calendar year (36 credit hours).
- An M.Ed. in gifted education will meet the BIA and many states' certification requirements to teach gifted students.
- An M.Ed. will enhance the recipient's employment marketability in teaching and/or administration.
- An M.Ed. will meet underserved gifted and talented American Indian and Alaska Native students' needs.

A recent study conducted by the Chronicle of Higher Education, (March, 1992) reveals that there were 13,710,000 students in Higher education in the U.S. with 103,000 (.8%) being American Indians and Alaska Natives. Thirty-eight hundreds of one percent (.38%) of the total Indian students attend graduate school (approximately 6000). The study didn't report how many were earning a Master's degree. The Indian Nations at Risk (INAR, p.24) report indicates that 1,500 Master's degrees have been earned by Natives and there has been a steady increase since 1978. These data are evidence that the number of Indians in graduate school are low in comparison to non-

Indians. However, Hillobrant, Romano and Strong (INAR, 1991) maintain that "...A critical attribute in creating a quality educational environment is the teacher. Regrettably, the training, recruitment, and retention of teachers, especially in the minority school areas is a major problem...Teacher turn over is especially high..."K. Cotton, for example, states that on the Pine Ridge Reservation in South Dakota up to 41% of new teachers leave by the end of school year (Cotton, 1987). She postulates that a "selective teacher recruitment program, drawing on Native teachers and others with experience in Native cultures and traditions is needed" (Reducing Teacher Turnover On Reservation Schools, K. Cotton, 1987).

Not only can the Indian teacher serve as a role model for Indian students, they can serve as advocates with their non-Indian colleagues by providing accurate information on "who is the Indian student". This is especially important in gifted Indian education. The gifted and talented Indian student must overcome stereotypic non-Indian perceptions that all Indians need **remedial** education. Further, the Indian gifted student once identified must overcome peer and, for some, Indian/Tribal cultural pressures that influence them "to be like everyone else" or not to be "above others".

It is not enough to just recruit and train teachers on the graduate level, there is a need to provide relevancy in their courses of study. Hornett strongly implies that Colleges of Education should seek methods that would enhance an Indian student's abilities as a teacher and as a graduate student. She

suggests:

- Faculty should understand and attempt to deal with racism.
- Faculty should learn to recognize non-traditional leadership skills.
- Faculty and advisers should recognize the need students have for a strong support person.
- Faculty should recognize and communicate the need for long-and short-range goals and objectives.
- Faculty should recognize the student need for understanding self.
- Faculty should recognize the student need for a positive self-image.

Hornett, 1989, (Journal of Indian Education) p. 28

Teachers of gifted and talented American Indian and Alaska Native students need to have a working knowledge of theories and concepts basic to gifted education and more importantly be able to translate these theories and concepts into relevant curricula and viable programs for them. The draft National Report on Gifted (U.S. Ed. Dept., OERI, 1992) Education points out that there is a need to..."research and apply the research on identifying and how to appropriately serve all gifted student, including recognition of those who learn at different rates and those who are influenced by their environment and culture". There is a national trend in gifted education to develop exceptional potential in gifted children and consider multiple intelligences. The Jacob K. Javits Gifted and Talented Children's Programs (1991) of the U.S. Education Department has a stated intent:..." To build a nationwide capability in elementary and secondary schools to identify and meet the special education needs of gifted and talented elementary and secondary school students" and the JKJ's funding auspices under section 791.22 " (additional factors considered in making new

awards)"...funds projects to serve gifted and talented students who are economically disadvantaged, are limited English proficient or have any disabling conditions..." All of these conditions American Indian and Alaska Native students may fit.

AIRD, Inc. operates from a basic concept that reflects Indian Self-Determination to the maximum: "...having competent American Indian and Alaska Native people serving American Indian and Alaska Natives." (1985) We feel that Indian educational service providers have greater insights into the concerns, issues, problems, and nature of Indian students than do non-Indians. Those who are most effective with clients have similar backgrounds to those with whom they are serving and also possess the professional background (formal preparation) for the job they are doing. This is the purpose of AIRD's EPD project, to provide the opportunity for American Indian teachers, counselors and administrators to earn a Masters Degree in gifted and talented education to serve American Indian and Alaska Native gifted and talented students.

The Indian teacher of Indian gifted need not be of superior intelligence to work effectively with these gifted learners, however, the gifted and talented Indian teacher should definitely value intelligence and creativity, understand the implications of giftedness and know how to nurture gifted Indian students. Specifically, effective Indian teachers of gifted through their participation in the AITTP should be able to develop their abilities to:

(1) understand the cognitive, social and emotional characteristics, needs and problems of gifted and talented Indian students.
(2) develop flexible, individualized approaches to

learning that meet individual gifted and talented Indian student needs and nurture group interaction.

(3) create an environment conducive to allowing gifted and talented Indian students strengths to be utilized and allow self-actualization to occur.

(4) teach the skills of rational thinking, integration of mind and body, intuitive development and self-evaluation from an Indian perspective.

(5) nurture creativity in all aspects of thinking, feeling, intuiting, and expression through products from an Indian perspective.

(6) relate well with colleagues, Indian parents, and Indian students involved in the learning processes, and be able to draw upon community and tribal resources.

These concepts were taught through a combination of traditional graduate level coursework in Gifted and Talented education and through specially designed Indian education courses which led to a Master's degree in Education. (see appendix)

The Next to the Last Piece of the Puzzle

AIRD, Inc. has successfully operated over the past three years an U.S. Education OIE funded Educational Personnel Development (EPD) Project. We originally proposed to recruit, screen and select 10 Indian teachers a year to study for a Master's degree in gifted education and met 93% of this objective. In year One, 10 AITTP participants graduated with M.Ed's; Year Two, 7 graduated with M.Ed's; and, in year Three, 11 M.Ed. AITTP participants graduated for a three year total of 28.

AIRD, Inc. firmly believes these first 28 M.Ed. recipients will have a tremendous impact on Indian education and their products will have a like impact on Indian Affairs in general.

The Last Piece of the Puzzle

Within the next several years, AIRD, Inc. intends to establish an American Indian Gifted and Talented Academy (AIGTA). In 1991-92, AIRD, Inc. implemented a one year planning grant from the U.S. Ed/OIE to develop the plans for the AIGTA. These plans are now complete and AIRD, Inc. is moving ahead to secure the funds necessary to establish the American Indian Gifted and Talented Academy.

The American Indian Research and Development, Inc. would like to express appreciation to the U.S. Education Department, the Office of Indian Education, the Oklahoma City University and to the AITTP participants for making the AITTP a success. Ah-ho.

The following matrix describe the 28 AITTP graduates:

AMERICAN INDIAN TEACHER TRAINING PROGRAM
OKLAHOMA CITY UNIVERSITY

GENERAL ANALYSIS
1989-1992

Participants: N = 28 Gender Male: N = 9 Female: N = 19

Ages:

26 yrs: n = 2	39 yrs: n = 1
27 yrs: n = 1	40 yrs: n = 1
31 yrs: n = 1	41 yrs: n = 3
32 yrs: n = 1	42 yrs: n = 1
34 yrs: n = 4	44 yrs: n = 1
35 yrs: n = 3	45 yrs: n = 1
36 yrs: n = 3	50 yrs: n = 1
37 yrs: n = 2	not given = 1

Martial Status:

Married:	n = 14
Not Married:	n = 7
Not Given	n = 7

States Represented:

South Dakota	n = 3	Oklahoma	n = 11
Arizona	n = 3	Montana	n = 3
Wyoming	n = 1	Minnesota	n = 1
Alaska	n = 2	Washington	n = 2
North Dakota	n = 1	New Hampshire	n = 1

Tribal Affiliation:

Crow	n = 1	Sioux	n = 4	Delaware	n = 2
Zuni Pueblo	n = 1	Choctaw	n = 1	Navajo	n = 2
Yakima	n = 1	Cherokee	n = 1	Creek	n = 2
Northern Arapaho	n = 1	Wisconsin/Winnebago/ Lakota	n = 1	Comanche	n = 1
Tonkawa	n = 1	Kootenai	n = 1	Haida	n = 1
Caddo	n = 1	Athbascan	n = 1	Kiowa	n = 1
Seminole	n = 1	Yupik	n = 1	Pottawatomie	n = 1

Degree of Indian:

1/4:	n = 6	4/4:	n = 10
1/2:	n = 8	0:	n = 1
3/4:	n = 3		

Teacher Certification: n = 21

Undergraduate Degree:

BA:	n = 13
BS:	n = 12
B.Ed.	n = 1
AB:	n = 1
AA:	n = 1

Undergraduate Degree Areas:

Elementary Ed:	n = 13	Psychologoy/Anthopology	n = 1
Business:	n = 2	Music	n = 1
English:	n = 3	Fine Arts	n = 3
Math	n = 1	Physical Education	n = 1
French	n = 1	Communications	n = 1

FALL SEMESTER

COURSE SYLLABUS

FALL SEMESTER, 1992

Issues in Indian Education

This course is designed to broach topics pertinent to Indian Education and to create an awareness within class participants of the complexities, intricacies, problems and critical issues American Indian and Alaska Natives face in American education. Included in the topics for discussion will be the history of educating American Indians, Treaty Relations and Indian Education, Developing and Influencing Indian Education Policy, Indian Education Laws, American Attitudes and Indian Education, Indian Higher Education, Role of Tribal Culture in Indian Education, Tribal/Indian Control and Indian Education, Indian Education Trends and The Future of Indian Education.

Thursday's 2 p.m. - 5 p.m.

08-29-91	Introduction to History Indian Education
09-05-91	Developing and Influencing Policy
09-12-91	Indian Education Laws
09-19-91	American Attitudes and Indian Education
09-26-91	Topic to Be Announced
10-03-91	The Indian Education Act
10-10-91	Bureau of Indian Affairs Education
10-17-91	Tribal Control and Indian Education
10-24-91	Topic to Be Announced
10-31-91	Role of Tribal Culture in Indian Education
11-07-91	Topic to Be Announced
11-14-91	Indian Learners
11-21-91	Tribal Sovereignty, Trust Responsibilities, Jurisdiction
12-05-91	Trends in Indian Education
12-12-91	Future of Indian Education

Course Requirements:

- Class attendance, two absences equal a letter grade drop
- Term paper on Indian education (10-15 pages maximum).
- Readings: Custer Died for your Sins, Vine Deloria, Jr.
  Compilation of Federal Laws, Committee on Education and Labor
  Report on BIA Education: Excellence in Indian Education Through the Effective School Process
  American Indian education: A National Tragedy - A National Challenge. The Kennedy Report. 1969 Committee on Education and Labor.
  To Live on this Earth. Estelle Fuchs and Robert Havighurst 1973.
  Teaching the Native American. Hap Gilliland with Jon Reyhner.

Spring Semester
In-Service Training
Gifted/Talented Awareness Component (G-TAC)

Step I - 20 Minutes

1. Definition of Gifted/Talented
2. Characteristics
3. Learning Styles
4. Culturally different
5. Indian as an under-represented/served

G/T Why/Whom
Federal/State Mandate/Guidelines
Knowledge of G/T
Any child in G/T
Demographics - numbers in; numbers identified; numbers not served

Step II - 20 Minutes

1. Assessment - test used, test bias, multi-criteria (Leadership, art, tribal understanding).
Screening (nominations)

Who screening - parents, peers, teachers students, Recommendations, Selection/Criteria

Children learn:
1. Visual
2. Kinestatic/Tactile
3. Auditory

Indian children may learn in different ways and in a variety of teaching approaches may be necessary to use.

2. Underachievement

Reasons why Indian students not identified?
Stereotyping
Ask audience why Indians not in G/T programs?
Data Analysis - ways to list - rank/rate matrix

Step III

Do you want or need a G/T program?
Ways to meet student needs?
Relevancy of Curriculum?
Challenge curriculum/schooling
What can you do?
What are you doing now?

Step IV
How

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Spring Semester

Seminar on Indian Education

Thurs - 2:30 - 4:30

Meeting One:	Discussion of 1st Terms paper
Meeting Two:	Paper Presentations: (4) Revise for publication
Meeting Three:	Paper Presentations: (4) Revise for publication
Meeting Four:	Paper Presentations (2) revise for publication Speaker: TBA
Meeeting Five:	Field Trip. Reaction paper 2 pages.
Meeting Six:	Introduction to situational leadership theory Text: Management of Organizational Behavior; Hersey & Blanchard
Meeting Seven:	Determining your leadership style (LEAD Self)
Meeting Eight:	Career Decisions: Discussion with resource persons
Meeting Nine:	Evaluation

Seminar grade criteria:

1) Class attendance and participation - more than one class absence one, one letter grade reduction

2) Required reading: Management of Organizational Behavior: utilizing Human Resources; P. Hersey and K. Blanchard, 1969 Prentice Hall, Englewood Cliffs, New Jersey 07632

3) Field Trip expenses covered by AITTP

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Spring Semester
Class Course Syllabus

Room A & S - 207
Tuesday 2 - 5pm

Week One:	Introduction to American Indian Gifted/Talented Assessment Model a) Survey b) Analysis c) Profile
Week Two:	Introduction of American Indian Gifted and Talented Assessment Model (AIGTAM) Section one: Standardized Test and American Indians
Week Three:	AIGTAM Section Two: Assessing Tribal Cultural Understanding; Problems; Survey; Item validation; Development of checklist
Week Four:	AIGTAM: Assessing Creativity: Review of Concepts; problems; development of checklist
Week Five:	AIGTAM: Assessing Leadership: review theories; Indian leadership; development of checklist
Week Six:	AIGTAM: Assessing Athletic Abilities: AIGTAM survey; AIRD approach
Week Seven:	AIGTAM: Assessing visual and performing Arts: assessment problems; Detroit Public Schools Creative Products Scale
Week Eight:	EAIGTAM: Who are the Indian Elementary Gifted/Talented student Profile
Week Nine:	EAIGTAM: Research conducted a) survey b) Data Study c) Item validation
Week Ten:	EAIGTAM: Methods of Identification a) Intelligence Testing b) Creativity testing c) Suggested Procedures
Week Eleven:	Alternative Programs: Explorations In Creativity (EIC)
Week Twelve:	Alternative Programs: Weekends for Indian Student Enrichment (Project WISE)
Week Thirteen:	Alternative Programs: Inservice: Mentorship Accessing Gifted Education (Project IMAGE)
Week Fourteen:	Resources: Centering Optimum Youth Opportunities Toward Excellence (Project COYOTE)
Week Fifteen:	Developing a philosophy for your gifted and talented

program

Week Sixteen: Designing <u>your</u> Gifted and Talented Program
a) Needs Assessment
b) Data Analysis
c) Project Design
d) Evaluation

Week Seventeen: Course Synthesis, Final paper due

Criteria for Course grade:

1) Class attendance and participation in discussions. Two absences - one letter grade reduction

2) Term paper minimum 15 pages, double spaced APA style. Topics relating to American Indian gifted and talented education.

3) Required texts: AIGTAM, EAIGTAM, Final reports: WISE, COYOTE, IMAGE, EIC. (provided by AIRD, Inc.)